

## PSHE & Citizenship, P scales

Learning PSHE and citizenship helps all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others.

The Ingot's PSHE and citizenship P scales provide learners with the opportunity to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others

In response to these opportunities, pupils can make progress in PSHE and citizenship by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, for example, how tackling things differently could lead to different outcomes

## P1(i) - PSHE & CITIZENSHIP

### 1. The learner will encounter activities and experiences

[1.1 I can experience various sounds.](#) [1]

[1.2 I can experience light patterns.](#) [3]

[1.3 I can experience music.](#) [5]

[1.4 I can experience a combination of action with sound.](#) [7]

[1.5 I can experience movement.](#) [9]

### 2. The learner will show simple reflex responses

[2.1 I can make a startled response to a sudden noise.](#) [2]

[2.2 I can make a startled response to a sudden movement.](#) [4]

[2.3 I can make a startled response to a sudden bright light.](#) [6]

[2.4 I can be passive or resistant.](#) [8]

## P1(ii) - PSHE & CITIZENSHIP

**1. The learner will show emerging awareness of activities and experiences**

[1.1 I can make a brief response to sound.](#) [11]

[1.2 I can make a brief response to a picture.](#) [13]

[1.3 I can make a brief response to music.](#) [15]

[1.4 I can make a brief response to physical sensory source.](#) [17]

[1.5 I can make a brief response to light patterns.](#) [18]

[1.6 I can make a brief response to a moving object.](#) [19]

**2. The learner will show intermittent reactions**

[2.1 I can react to movement.](#) [12]

[2.2 I can react to physical contact.](#) [14]

[2.3 I can react to a change in temperature.](#) [16]

## P2(i) - PSHE & CITIZENSHIP

**1. The learner will react to new activities and experiences**

[1.1 I can react to unfamiliar sounds.](#) [21]

[1.2 I can react to unfamiliar images.](#) [24]

[1.3 I can react to a new task.](#) [26]

[1.4 I can react to a new experience.](#) [28]

**2. The learner will begin to show interest in people, events and objects**

[2.1 I can respond consistently to familiar people.](#) [22]

[2.2 I can respond consistently to familiar events.](#) [25]

[2.3 I can respond consistently to familiar objects.](#) [27]

**3. The learner will participate in shared activities**

[3.1 I can engage in co-active exploration.](#) [23]

## P2(ii) - PSHE & CITIZENSHIP

**1. The learner will communicate consistent preferences**

[1.1 I can communicate preference for certain images.](#) [30]

[1.2 I can communicate preference for certain sounds.](#) [36]

**2. The learner will communicate affective responses**

[2.1 I can respond with volume variation.](#) [31]

[2.2 I can respond to specific stimulation.](#) [37]

**3. The learner will recognise familiar people, events and objects**

[3.1 I can recognise familiar people.](#) [32]

[3.2 I can recognise familiar events.](#) [38]

[3.3 I can recognise familiar objects.](#) [41]

**4. The learner will perform simple actions**

[4.1 I can attempt to perform a simple action.](#) [33]

[4.2 I can use trial and improvement to perform an action.](#) [39]

**5. The learner will remember learned responses**

[5.1 I can remember learned responses over short periods of time.](#) [34]

**6. The learner will participate in shared activities**

[6.1 I can co-operate with shared exploration.](#) [35]

[6.2 I can co-operate with supported participation.](#) [40]

## P3(i) - PSHE & CITIZENSHIP

**1. The learner will request events or activities**

[1.1 I can request for an event or activity.](#) [43]

**2. The learner will participate in shared activities**

[2.1 I can participate in shared exploration with less support.](#) [44]

**3. The learner will sustain concentration**

[3.1 I can sustain concentration for short periods.](#) [45]

**4. The learner will explore materials**

[4.1 I can explore different materials in increasingly complex ways.](#) [46]

**5. The learner will perform simple actions**

[5.1 I can perform simple actions.](#) [47]

**6. The learner will remember learned responses**

[6.1 I can remember learned responses over extended periods.](#)

[48]

[5.2 I can observe the result of my action.](#) [49]

[6.2 I can remember a learned activity.](#) [50]

[5.3 I can demonstrate an awareness of change as a result of my action.](#) [51]

[6.3 I can remember the purpose of equipment.](#) [52]

## P3(ii) - PSHE & CITIZENSHIP

**1. The learner will initiate interactions and activities**

**2. The learner will remember learned responses**

**3. The learner will respond to options and choices**

**4. The learner will actively explore objects and events**

**5. The learner will apply potential solutions systematically to problems**

[1.1 I can greet familiar people.](#) [54]

[2.1 I can remember learned responses over increasing periods.](#) [55]

[3.1 I can respond to an option or choice.](#) [56]

[4.1 I can actively explore objects.](#) [57]

[5.1 I can attempt to solve simple problems.](#) [58]

[1.2 I can initiate interactions with familiar people.](#) [59]

[2.2 I can anticipate familiar events.](#) [60]

[3.2 I can demonstrate dissatisfaction.](#) [61]

[4.2 I can actively explore events.](#) [62]

[1.3 I can initiate activities with familiar people.](#) [63]

[3.3 I can demonstrate satisfaction.](#) [64]

[4.3 I can remain interested in an activity for a short period.](#) [65]

[3.4 I can indicate preference.](#)

## P4 - PSHE & Citizenship

**1. The learner will express their emotions using single elements of communication**

[1.1 I can express my feelings.](#) [68]

[1.2 I can express my needs.](#) [73]

[1.3 I can indicate my likes.](#) [76]

[1.4 I can indicate my dislikes.](#) [78]

**2. The learner will engage in parallel activity with others**

[2.1 I can join in parallel activity with several others.](#) [69]

**3. The learner will follow familiar routines**

[3.1 I can follow familiar routines.](#) [70]

[3.2 I can participate in familiar tasks or activities.](#) [74]

**4. The learner will show an understanding of 'yes' and 'no'**

[4.1 I can demonstrate an understanding of "yes".](#) [71]

[4.2 I can demonstrate an understanding of "no".](#) [75]

[4.3 I can recognise animated praise or criticism.](#) [77]

[4.4 I can respond appropriately to animated praise or criticism.](#) [79]

**5. The learner will begin to respond to the feelings of others**

[5.1 I can respond to the feelings of others.](#) [72]

## P5 - PSHE & Citizenship

**1. The learner will participate**

**2. The learner will maintain**

**3. The learner will combine**

**4. The learner will join in**

**in activities involving others**

[1.1 I can participate in work or play involving two or three others.](#) [81]

**interactions and take turns**

[2.1 I can initiate interactions.](#) [82]

[2.2 I can maintain interactions in a small group.](#) [85]

[2.3 I can take turns.](#) [88]

**two elements of communication**

[3.1 I can combine two elements of communication to express my feelings.](#) [83]

[3.2 I can combine two elements of communication to express my needs.](#) [86]

[3.3 I can combine two elements of communication to express my choices.](#) [89]

**discussions by responding appropriately**

[4.1 I can respond appropriately to simple questions about familiar events.](#) [84]

[4.2 I can respond appropriately to simple questions about familiar experiences.](#) [87]

[4.3 I can join in discussions.](#) [90]

## P6 - PSHE & Citizenship

**1. The learner will respond to others in group**

[1.1 I can respond to others in group situations.](#) [92]

[1.2 I can play or work cooperatively in a small group.](#) [95]

**2. The learner will complete routine activities**

[2.1 I can carry out routine activities in a familiar context.](#) [93]

[2.2 I can show an awareness of the results of my actions.](#) [96]

**3. The learner will show concern for others**

[3.1 I can show concern for others.](#) [94]

## P7 - PSHE & Citizenship

**1. The learner will communicate emotions in**

**2. The learner will engage in new activities**

**3. The learner will make purposeful relationships**

**4. The learner will judge right and wrong**

**5. The learner will show some consideration for**

## simple phrases

## ps

## others

[1.1 I can communicate feelings in simple phrases.](#) [98]

[2.1 I can move to new activities when directed.](#) [99]

[3.1 I can make purposeful relationships with others in group activities.](#) [100]

[4.1 I can judge right and wrong based on consequences of actions.](#) [101]

[5.1 I can show consideration of the needs and feelings of other people.](#) [102]

[1.2 I can communicate ideas in simple phrases.](#) [103]

[2.2 I can choose a new activity.](#) [104]

[3.2 I can attempt to negotiate with others in a variety of situations.](#) [105]

[5.2 I can show consideration of the needs and feelings of living things.](#) [106]

## P8 - PSHE & Citizenship

**1. The learner will participate in a range of activities**

**2. The learner will understand agreed codes of behaviour**

**3. The learner will show a basic understanding of what is right and wrong**

**4. The learner will seek help when needed**

**5. The learner will show respect towards others**

**6. The learner will show consideration for others**

[1.1 I can join in a range of one-to-one activities.](#) [108]

[2.1 I can follow agreed codes of behaviour.](#) [109]

[3.1 I can show a basic understanding of what is right and wrong in familiar situations.](#) [110]

[4.1 I can seek help when needed.](#) [111]

[5.1 I can be sensitive to the needs and feelings of others.](#) [112]

[6.1 I can treat living things and their environment with care and concern.](#) [113]

[1.2 I can join in a range of small or large group activities.](#) [114]

[2.2 I can understand that codes of behaviour help groups of people work together.](#) [115]

[5.2 I can show respect for myself.](#) [116]

[1.3 I can choose, initiate and follow through a new task or activity.](#)  
[117]

[2.3 I can support others in behaving appropriately.](#)  
[118]

[5.3 I can show respect for others.](#)  
[119]

[1.4 I can understand the need for rules in games.](#)  
[120]

[1.5 I can show awareness of how to join in different situations.](#)  
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